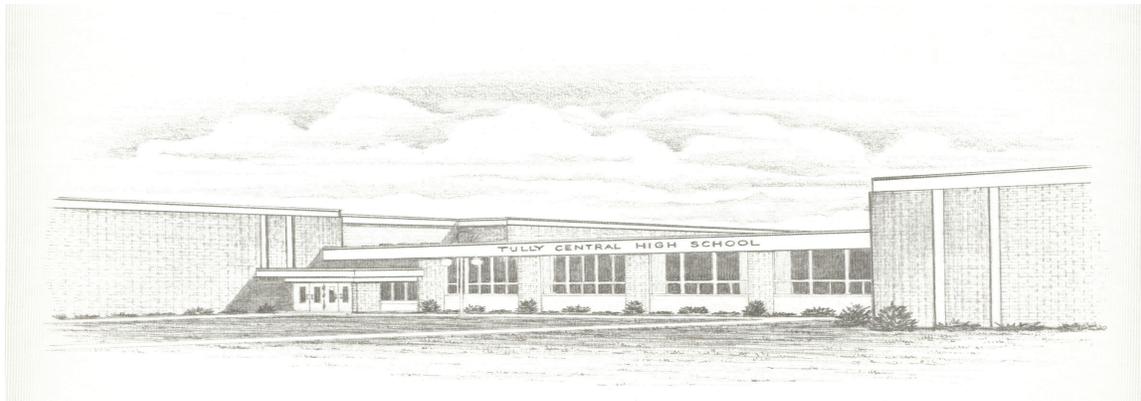


2025-2026



Program of Studies Tully Junior-Senior High School



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Tully, NY 13159**

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Education Today for Tomorrow's Challenges

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Mathematics

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Science

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Message from the Tully JSHS School Counselors:

The education of our students is shared by parents/guardians, their child, and the school. It is important for students and their parents/guardians to be fully informed about the requirements for graduation and the courses available at Tully Junior-Senior High School. We hope this publication will be helpful as we work together to develop an appropriate academic program for each student.

Teacher recommendations, past academic performance, interests, and future plans are considered in the course selection process. As early as January, counselors review with students the requirements for graduation and any changes in curriculum for the following year. The Program of Studies guide is also available at this time. Students have the opportunity to ask questions about the Program of Studies and courses available to meet their career and academic goals.

In grades 6 and 7, students will have an individual academic review with their counselor, but will only choose their music class for the upcoming year. Students in grades 8-10 meet individually with their counselor to select courses for the following year. Counselors also present information on the transition to high school to both students and parents/guardians during 8th grade. Students in 11th grade have individual meetings with their counselor and a parent/guardian to review college and career plans, complete the senior credit review, and select senior year courses.

Current student achievement, career aspirations, and goals are reviewed and every effort is made to encourage students to take the most appropriate and challenging courses. Counselors are available to answer questions about the scheduling process as well as what might be required to achieve educational and career goals. We look forward to working with you this year!

2026-2027 School Counselor Breakdown:

Grades 6-12 Last Name A-K

Jennifer Newton

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Grades 6-12 Last Name L-Z

Kate Davin

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HOW TO USE THIS BOOKLET

The first portion of this booklet is designed to assist you in the scheduling process. In addition to defining general terms and graduation requirements, the booklet provides information regarding schedule changes, summer school, accelerated courses, weighting of grades, and other policies/procedures. The second part of the booklet describes in detail all of the courses which are offered at Tully JSHS. As you read the course descriptions, please be aware of the following guidelines:

1. Some of the courses listed are not offered every year. The descriptions are included to assist you in sequence planning.
2. The exam information refers to required tests. Your teacher may give a local exam in addition to the required state test listed in the course description.
3. Course availability is subject to change due to enrollment numbers.



DIPLOMA REQUIREMENTS*
Regents Diploma and
Regents Diploma with Advanced Designation

| Subject | NYS Advanced Regents Diploma | | NYS Regents Diploma | |
|---------------------------|------------------------------|--|---------------------|--|
| | Credits | Examination Requirements | Credits | Examination Requirements |
| English | 4 | <u>1 Exam</u> English Language Arts | 4 | <u>1 Exam</u> English Language Arts |
| Social Studies | 4 | <u>2 Exams</u> Global History & Geography & US History or a Pathway Exam | 4 | <u>2 Exams</u> Global History & Geography & US History or a Pathway Exam |
| Mathematics | 3 | <u>3 Exams</u> Algebra Regents, Geometry Regents, and Algebra II Regents | 3 | <u>1 Exam</u> Algebra Regents |
| Science | 3 | <u>2 Exams</u> Life Science Regents and Physical Science Regents (Earth and Space Science, Chemistry, or Physics) | 3 | <u>1 Exam</u> Life Science Regents or Physical Science Regents |
| Art or Music | 1 | | 1 | |
| Health | .5 | | | |
| World Languages* | 3 | <u>2 Exams</u> Checkpoint A and B | 1 | <u>1 Exam</u> Checkpoint A |
| Physical Education | 2 | | | |
| Electives | 3.5 | | | |
| Total Credits | 22 | | 22 | |

* The NYS Education Department is currently updating graduation requirements through the Blue Ribbon Commission. Some of these graduation requirements may change.

GRADUATION PATHWAYS

Advanced Designation - Students must pass any one of the following combinations of Regents examinations:

A. Traditional B. Pathway C. STEM (Math) D. STEM (Science)

* A student must also pass either a locally developed Checkpoint B World Languages examination or complete a 5- credit sequence in the Arts or CTE.

A. Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 sciences (1 must be life science and 1 must be physical science) = 8 Assessments

B. Pathway Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 sciences (1 must be life science and 1 must be physical science), and either 1 Pathway (other than science or mathematics) or meet requirements for the CDOS Commencement Credential = 7 or 8 Assessments

C. STEM (Mathematics) Pathway Combination: ELA, 1 social studies, 4 mathematics, 2 sciences (1 must be physical science) = 8 Assessments

D. STEM (Science) Pathway Combination: ELA, 1 social studies, 3 mathematics, 3 sciences (1 must be life science and 1 must be physical science) = 8 Assessments

Math and/or Science Mastery Endorsement - To receive this endorsement, students on the Regents with Advanced Designation track must successfully complete all required coursework and examinations. Students must obtain an 85 or higher on three NYS Regents examinations in the subject area they wish to obtain Mastery in (Mathematics/Science or both). Doing so will earn the student an annotation of Mastery on their diploma.

Career and Technical Education Endorsement - Students have an opportunity to earn a CTE seal of endorsement on their diploma. To qualify, students must complete a minimum five-credit series of approved courses at BOCES and pass an associated technical assessment.

SCHEDULING GUIDELINES

Credits - Students in grades 9-11 must carry a minimum of 6.5 Tully Junior-Senior credits each year. If a student chooses to take coursework outside of Tully Junior-Senior High School classes, those do not count towards the 6.5 credits. Seniors must maintain 5.5 credits.

Scheduling Changes - Extensive work goes into developing each student's schedule before the school year begins. Therefore, students are expected to remain in the courses finalized by counselors, students, and parents. Schedule changes are not permitted during the first week of school. Changes may only be requested starting the first full week after the school year begins and must be completed by the following Wednesday. Requests for a scheduling change requires a form found in the Counseling & Career Center. After the two week window, students will not be able to withdraw from a course. Only extenuating circumstances, reviewed in a meeting involving the student, parent/guardian, counselor, and school principal, will allow a student to potentially drop a course after this window.

PLEASE NOTE: Course selections are NOT guaranteed. Fluctuating enrollments, limited class size, or insufficient requests may prevent your assignment to one of your selected classes. Counselors will do all that is possible to satisfy your original request. However, when this cannot be done, you will be notified, when possible, of modifications to your course selections.

ACADEMIC PROCEDURES

Academic Intervention Services / Learning Support – Learning Support and intervention services are scheduled for students who are selected or recommended on the basis of assessment results or classroom performance. Recommendations for academic intervention may come from teachers or be based on previous course grades. Students may be required to attend an academic intervention class based on statewide assessment results.

Class Rank - The final ranking will be determined at the end of the 1st semester of a student's senior year based on the student's weighted average. In order to be eligible for the top ten, seniors must have attended Tully CSD for at least seven (7) semesters beginning in ninth grade

Commencement - Commencement is the graduation ceremony where Tully Junior-Senior High School students who have completed all requirements are awarded diplomas endorsed by New York State and the school district.

Early Graduation - A student may apply for graduation in fewer than eight semesters. The student must present a plan for completion of all requirements for graduation in less than four years. Approval of the principal and the school counselor is required. This process must be initiated by the 10th grade.

Grades - Grades are given as an indication of the progress and achievement a student is making in a course. The passing grade for all courses at Tully Central School for all students in grades 6-12 is 65%. Grades are numerical. There will be a grade for each subject every marking period. Weighting of grades for every other day courses will be adjusted accordingly. Grades will be weighted for class rank and honor roll calculations. For honor roll calculations only, every other day courses count half. Grades in the following courses are weighted as follows: Advanced Placement and College Level Courses* are weighted at 1.10, Chemistry at 1.05, and all other classes at 1.00.

*Grades given in Advanced Placement and College Level Courses will constitute the students' high school grade in this course. Students enrolled in Advanced Placement courses will be required to take the AP examination (fee required). Students enrolled in a college level course may be required to pay a tuition fee in order to earn college credit. AP examination registration, fee, and college course tuition payment will be completed during the fall semester. Students will receive teacher comments each marking period as part of the evaluation of their progress in a course.

High Honor Roll and Honor Roll* - The Counseling and Career Office will calculate averages and post lists for the Honor Roll each marking period. Criteria starts with obtaining the following averages:

- High Honor 95.0 and above
 - Honor 90.0 - 94.9
 - Merit 85.0 - 89.9
1. A student must attain the overall average listed above while taking the minimum credit requirement, plus physical education with no incomplete or failing grades.
 2. Students in BOCES programs must obtain the overall average listed above while taking a minimum of 3 subjects plus physical education in addition to their graded BOCES program.
 3. Students on independent study must receive a grade every 10 weeks. This grade will be included in the honor roll calculation. Incomplete independent study grades will be treated the same as an incomplete course grade.

High School Promotion Procedure - Students in high school must meet the following minimum credit and course requirements to be placed in the following grade levels:

- **Freshman** - Promotion from 8th grade.
- **Sophomore** - 4.5 or more credits (at least two credits must be from English*, math, social studies*, or science).
- **Junior** - 10 or more credits.
- **Senior** - 16 or more credits; Students who are eligible to graduate early by having the required number of credits and meeting the necessary coursework will be considered seniors.
- **Course Requirements** - Students in grades 9-12 must take a minimum number of courses totaling at least six (6) credits each semester plus physical education.

Students who complete AP courses are eligible to take the AP exams. Please note that there are fees associated with AP exams and transcripts.

Honor Graduates - All seniors who have an average of 90% or higher will be designated as honor graduates and are recognized as such at commencement. Seniors with an average of 85-89.9 will be recognized as merit graduates.

*Beginning with the class of 2027, only students with an average of 90.0 and above will be recognized at graduation.

Junior High Courses - Junior high students do not receive credits towards graduation for these courses. New York State requires that all middle school students receive instruction in the following areas:

JUNIOR HIGH REQUIREMENTS

| SUBJECT | UNITS OF STUDY GRADES 6-8 |
|-----------------------|---------------------------------|
| English | 3 Units of Study - grades 6-8 |
| Social Studies | 3 Units of Study - grades 6-8 |
| Math | 3 Units of Study - grades 6-8 |
| Science | 3 Units of Study - grades 6-8 |
| World Languages* | 2.5 Units of Study - grades 6-8 |
| Music | 1 Unit of Study - grades 6-8 |
| Art | 1 Unit of Study - grades 6-8 |
| Health | 1 Unit of Study - grades 6-8 |
| Technology | 1 Unit of Study - grades 6-8 |
| Consumer Agriculture | .75 Unit of Study - grades 6-8 |
| Physical Education | .75 Unit of Study - grades 6-8 |
| Flex/Computer Science | 1.0 Unit of Study - grades 6-8 |

*2.0 units of study required by the end of grade 9

Release of Information - Students who wish to have the school provide transcripts to colleges or employment offices must have this put in written form.

Student Athletics and NCAA Requirements - Students intending to participate in NCAA Division I or Division II athletics must be aware of the eligibility requirements. These requirements include enrolling in NCAA-approved college preparatory courses (note that not every preparatory class counts as a core course). A complete list of requirements is available at www.ncaa.org and in the Counseling & Career Center.

| DIVISION I 16 CORE-COURSE | DIVISION II 16 CORE- COURSE |
|---|---|
| 4 years of English | 3 years of English |
| 3 years of mathematics (Algebra I or higher) | 2 years of mathematics (Algebra I or higher) |
| 2 years of natural/physical science | 2 years of natural/physical science |
| 1 year of additional English, math | 3 years of additional English, math, or natural/physical science |
| 2 years of social science | 2 years of social science |
| 4 years of additional courses (from any area above, foreign language) | 4 years of additional courses (from any area above, foreign language) |

Summer School - Summer school is available for both junior and senior high students. Students may use summer school classes to repeat classes they have failed; however, not all classes may be available in summer school. Summer school grades will be noted on transcripts (symbol, **).

Transfer Credits - Students who transfer to Tully Junior-Senior High School from another state will have their previous transcripts reviewed by both the counselor and principal. Credits that meet New York State requirements can be awarded. Grades from previous courses where credit is granted will be converted to numerical grades and transferred into the student's overall grade point average. Students entering Tully JSHS after grade 9 will not be included in the class rank.

COURSE LEVELS

Advanced Courses - Per the New York State Education Department, "advanced coursework" means any middle, high school, or college-level honors, gifted, accelerated, advanced placement, dual enrollment, or concurrent-enrollment course, or a course that would offer the ability for a student to earn college credit and/or an industry-recognized certification. At Tully, we acknowledge that advanced coursework can foster academic excellence, enhance critical thinking skills, and prepare students for success in college and their careers. Students at Tully Junior-Senior High School have numerous opportunities to enrich and challenge themselves by taking a variety of courses. Accelerated courses offer students the advantage of earning high school credit while still in the 8th grade. This credit is given upon the student's successful

completion of the course and Regents exam, where applicable. Honors, AP, and College Courses are also offered in the High School. Advanced coursework classes are denoted in this course catalog with an asterisk *.

Advanced Placement and Concurrent Enrollment Courses - The College Board, Onondaga Community College, and other colleges have endorsed certain Tully High School courses as eligible for college or advanced placement credit as well as for high school credit. Successful completion of the course and appropriate exams allow our students to receive college credit. Advanced Placement tests are given nationally in mid-May. Several colleges award advanced standing toward graduation to students who achieve a certain score on the AP exams.

Honors Courses - Honors level courses are designed to challenge students by providing enrichment and additional skill development through in-depth study. Students are recommended by the appropriate teacher to pursue such courses. Students in these courses will also take Regents examinations if they are offered in that subject.

Regents Courses - These courses meet the New York State Regents standards and prepare students for required state level examinations. Regents courses prepare students for entrance into challenging careers and additional study at the higher education levels.

Tully JSHS Course Descriptions

Career and Technical Education

All students are required to take classes in the area of Career and Technical Education in junior high. In 7th grade students take 20 weeks of both Technology and Consumer Agriculture. In 8th grade students take 20 weeks of Technology and 10 weeks of Consumer Agriculture. Design and Drawing for Production 1 and 2 meet the Fine Arts requirement for graduation. Students are also welcome to take high school electives in the area of technology and agriculture in high school. Some of the technology courses award college credit through TC3 and some agriculture courses have articulation agreements with SUNY Cobleskill and SUNY Morrisville. Students enrolled in Animal Science or Horticulture may meet a science requirement.

All agricultural education instruction is delivered through three major components: Classroom/Laboratory instruction (contextual learning), Supervised Agricultural Experience programs (work-based learning), and student leadership organizations (National FFA Organization).

6th Grade Consumer Agriculture

10 week course

In this course students explore how agriculture impacts their everyday life and will research the history of agriculture. The curriculum introduces the traditions of the National FFA Organization, focusing on its history of developing premier leadership and personal growth. Students gain hands-on experience in horticulture by studying plant science, cultivation techniques, and floriculture design in a collaborative environment. Through interactive leadership activities, students build essential public speaking and teamwork skills applicable to any future career. This course provides a foundational understanding of how the agricultural industry impacts our global economy and daily lives.

7th Grade Consumer Agriculture

20 week course

This course introduces students to the agriculture industry and shows students ways the industry provides the basic needs of food, clothing, and shelter for humans. Students are introduced to leadership skills and the role of the FFA in developing active citizens in the agriculture industry. Students explore the wide variety of career options in agriculture and identify the knowledge, skills, education, and training necessary for success within these fields.

7th Grade Introduction to Technology

20 week course

This course offers students the opportunity to explore the world of technology. Technology in our society is studied through: the history of technology development, specific materials, machines and inventions developed over time, and technology systems, structures, and occupations. Students will learn safety and use hand and power tools to manipulate raw materials into several useful products.

8th Grade Consumer Agriculture

10 week course

This course is designed to expand upon concepts and skills students learn during their 7th grade year. Upon completion of this unit, students will be able to analyze different aspects of the agricultural industry and how it affects their daily lives. Students explore basic principles of agribusiness, agricultural mechanics, animal science, natural resources, and horticulture.

8th Grade Introduction to Technology

20 week course

This course expands on the exploration of inventions and inventors and how their work changed our lives. Students will safely use tools and machines in project construction. The world of industry, transportation, communications, and manufacturing is included while students learn how products are mass produced for the consumer market. The class will simulate a manufacturing company: students will apply for jobs, design, produce and sell products, and try to learn how to make a profit.

Agricultural Business/Leadership

Grade 12

½ credit

In 1988, the State Education Department established a policy enabling students to use a program of selected activities in an occupational education student leadership development organization to fulfill the ½-unit requirement for Social Studies IV: Participation in Government. This guide outlines the procedures by which credit is granted. To make use of this option, a student must: (1) Be a member of one of the FFA, (2) Plan a program of activities with the assistance and approval of the chapter advisor, (3) Perform the duties and responsibilities of the office for which they are elected, (4) Serve on at least one standing committee, (5) Perform a minimum of 15 hours of community service, and (6) Prepare a Student Plan (which includes activities in Leadership, Political Process, and Community Service), document progress throughout the student plan, and evaluate it upon its conclusion (prior to course completion). The Student Plan must be prepared jointly by the student and the chapter adviser.

Agricultural Mechanics**

1 credit

In this course, students will work with small engines, wood, metal, and electricity. Safety and productivity with different tools to solve problems or situations will be learned. Students will plan and implement many different projects. This course provides opportunity for students to learn basic practical skills needed throughout their lives, whether they become a homeowner or professional mechanic. Students will have the opportunity to design independent projects. Some student cost for project material may be required based upon the projects selected.

Animal Science**

1 credit

In the Animal Science course, students study the importance of large, small, and specialty animals. Primary focus is given to dairy cattle, horses, swine, beef cattle, sheep, goats, and poultry. Students explore the necessary elements - such as diet, genetics, habitat, and behavior - to create humane, ecologically, and economically sustainable animal production systems. Information is applied to the management of animals in livestock industries to include: domestication, anatomy, reproduction (breeding), behavior, classification, evaluation, and restraint of animals, nutrition, parasites, and animal ethics. Students will also explore a wide range of careers in the animal science industry. This course may satisfy the requirement for a 3rd credit of science for high school graduation.

Architectural Drawing

½ credit

This is an introductory course into architectural drawing where the student will learn to design and draw the various layers and aspects of a building. Hand sketching will be used for brainstorming, design, and quick communication of ideas. We will also learn to use the program AutoCAD Architecture.

Career and Financial Management

½ credit

This course encompasses five topics: Business Systems and Economics, Career Planning, The Career Selection Process, Career Success, and Financial Literacy. Students will have the opportunity to explore various careers and learn how to become a successful employee. In addition, the student will learn general financial principles combined with practical applications to develop personal financial knowledge.

Communications 1 & 2

½ credit per semester

The Communications Courses focus on the study of radio, television, movie production, animation, and the communications industry. Students learn how to be a DJ and broadcast over WTBK radio (90.7 FM), film, create and edit mini movies, animations, commercials, and produce a weekly television show (Tully Highlights News shown at 11:00 a.m. on Saturdays on local Time Warner Cable Channel 98), and become the media crew for school productions (film events and setting up technology for school announcements).

In Communications 2, students expand information learned in Communications 1. Students will use advanced software to: create animation projects using 3-D Studio and Flash, produce community TV and radio shows, and produce film and music videos on many different topics. Computers, digital video equipment, and electronic mixing equipment are used to capture and edit media.

Computer Aided Drawing (CAD) 1 & 2

½ credit per semester

The CAD 1 class introduces students to AutoCAD and the computer as an engineering tool. Students will use commands to draw basic 2-Dimensional (2D) geometric shapes and machine parts, design simple systems, show dimension, and apply textures to surfaces. Students will save drawings to a folder and begin to develop a portfolio of their engineering work. In CAD 2, students will use 3D drawing and design. Students will create drawings in the X, Y, & Z axes and create slides to animate their drawings into virtual tours and motion clips. New and advanced commands will be introduced and students will become skilled in the use of AutoCAD.

Construction

½ credit

The Introduction to Construction Technology course is designed to give students a comprehensive overview of the construction industry including practical skills, techniques, and concepts essential for success in various construction trades. Students will engage in hands-on activities and projects that cover a range of construction topics, including framing, roofing, electrical, plumbing, masonry, and finish work.

Design and Drawing for Production (DDP) 1 & 2

½ credit per semester

The Design Drawing for Production (DDP) courses begin with learning technical drawing skills and drawing types. Students will draw many objects, such as tool and machine parts, and design ways to put them together for useful products and production. In DDP 2, students learn architectural drawing and models. Students design, draw, and build models of dream homes and learn aspects of architectural drawing including: site planning, foundation construction, floor plan layout, section views, elevations, and pictorial illustrations. (Fine Arts credit and Tech Prep college credit (fee required) may be available through these courses.)

Electronics/ OCC ELM 104

½ credit

Electronics are an integral component of our daily lives. Using these systems we control our homes, work environments, communications, entertainment, energy, and transportation systems. Our reliance on these has improved our quality of life while extending our capabilities. Much of the growth and development that we have seen and will continue to see in the future has been a result of technological innovations and improvements in the area of electronics. This course will have an emphasis on hands-on learning. Students will have a number of projects that will help to reinforce the concepts and ideas they learn in the classroom.

Equine Science

½ credit course

In this class, students will learn advanced animal science specifically relating to the horse. The course will introduce students to the scientific principles of breeding and husbandry of horses, including the production, care, and management of horses. Students will be introduced to classification of breeds of horses, as well as nutrition, reproduction, and disease prevention and management.

Food Science

½ credit course

Food Science is designed to reinforce and enhance the student's knowledge of scientific principles and processes through the study of foods and nutrition. An in-depth understanding of science as it applies to foods will assist students with an interest in career and technical education, helping them to understand the food industry as well as food preparation in their daily lives. Whenever possible, students will be involved in hands-on laboratory activities which verify the scientific concepts presented.

Horticulture **

1 credit

The Horticulture course combines basic plant science principles with technical horticultural practices. Students will learn about plant anatomy and physiology, plant growth and development, soil science, sexual and asexual propagation, and floral and landscape design. The incorporation of fundraisers into this course allows students to gain management and marketing skills. Students will leave this course prepared for careers in the nursery, landscaping, and floral industries. This course may satisfy the requirement for a 3rd credit of science for high school graduation.

Intro to Agriculture, Food, and Natural Resources

1 credit

Introduction to Agriculture, Food, and Natural Resources (AFNR) introduces students to agricultural opportunities and the pathways of study in agriculture. Throughout the course are activities to develop and improve employability skills of students through practical applications. Students explore career and post-secondary opportunities in each area of the course. Students participating in the Introduction to Agriculture, Food, and Natural Resources course experience hands-on activities, projects, and problems. Student experiences involve the study of communication, the science of agriculture, plants, animals, and natural resources, and agricultural mechanics. The course is structured to enable all students to experience an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses throughout high school.

Materials Processing

½ credit

Materials and Processing is a hands-on shop class that combines a variety of materials to create a number of projects. Students have a chance to cast and forge metal and work with plastics and wood, combining materials into any number of projects including longboards, end tables, fire pit grills, and more.

MET 161 (AutoCAD)

½ credit

This course is designed to prepare students with the necessary skills to interpret and construct engineering drawings. Lectures will address such topics as drawing interpretation, orthographic projection systems, dimensioning, geometric dimensioning and tolerancing; lab sessions give the students practice in drawing creation. Brainstorming and quick idea generation are critical to problem solving. Students will learn to generate ideas quickly and communicate these with simple sketching techniques. Having basic understanding of technical drawing will allow students to work through and communicate solutions to problems.

Pre- Engineering

½ credit

In this course students will be introduced to a wide variety of Engineering concepts. This is a hands-on problem solving class, where students will apply science and math to the engineering design process to solve real world problems. Students will work in teams to design solutions, build prototypes, and finally test and improve outcomes.

Veterinary Technology

Grades 10-12

1 credit

This course is an introduction to veterinary science that is designed to prepare students for postsecondary education and/or a career in the field of veterinary medicine. Information is applied to the management of animals and will include safety and sanitation, anatomy and physiology, clinical exams, hospital procedures, parasitology, animal nutrition, animal management, impacts of society on the animal industry, careers in veterinary science, and leadership development. This course is designed to be rigorous and relies heavily on research-based methods while hands-on applications of vet procedures are incorporated.

Woodworking

½ credit

This course provides students with hands-on experience in woodworking and design. Students will learn about the safe and effective use of woodworking tools and machines including saws, drills, sanders, and various hand tools. During this course they will cover fundamental woodworking techniques such as measuring, cutting, shaping, and joining wood, as well as finishing techniques to enhance the appearance and durability of projects. By the end of the course, students will have gained valuable skills in woodworking, an understanding of the design process, and an appreciation for the art and craft of woodworking.

****Articulation Agreements with SUNY Cobleskill and SUNY Morrisville**

Tully High School Students who graduate from Tully High School, meet the admission requirements for the Cobleskill major, receive a recommendation from an agriculture instructor, and successfully complete (85% or better) Tully agriculture courses with a SUNY Cobleskill Articulation Agreement, will receive SUNY Cobleskill guaranteed admissions to the related major and advanced standing college credit.

English

All students will be required to complete one English unit of study in 6th, 7th and 8th grades. All students must complete one unit of study in English for each year in grades 9-12, excluding English electives. Students are required to pass the English Regents Exam to graduate, typically in 11th grade. An Honors English class is available in grades 9, 10, and 11, and a college credit bearing OCC English/AP English Literature class is offered in grade 12. Students will be recommended/reviewed for the honors/college level classes in the spring of each year.

6th Grade English

In this course, students will begin to learn foundational skills in all areas of literacy, as guided by the New York State Next Generation Learning Standards. Students will work on improving their comprehension, grammar, vocabulary, and writing skills by interacting with a diverse set of literary and informational texts. Students will participate in active classroom discussions of texts and complete engaging instruction in grammar and vocabulary acquisition. The curriculum will emphasize critical thinking skills, developing discussion etiquette, and writing narrative and expository texts.

7th Grade English

Students learn proficiencies in oral and written communication skills and in reading for understanding and appreciation that will prepare them for high school. Common Core grammar, literature, and composition skills are the focus. Students will learn to write a five paragraph essay with a thesis statement as well as complete a research paper. Vocabulary development will include Latin and Greek prefixes and roots. In literature they will become familiar with many genres such as poetry, novels, nonfiction, and short stories, and learn the literature terms associated with each type of genre.

8th Grade English

This course further develops students' use of English skills in preparation for the New York State Assessment, future high school work, and eventual college and career readiness. Students will be encouraged and prepared to confidently read various texts, analyze information, write coherently, speak effectively, and listen actively. Grammar, vocabulary, spelling, and literary terms are topics that will be emphasized. Student writing of essays is stressed using a process approach which involves brainstorming, pre-writing and organizing, drafting, proofreading, peer-editing, and revising. Students will write both fiction and non-fiction pieces as well as a research paper. Making claims and using evidence-based details, including citations, will be at the forefront of writing instruction. There are textbooks, articles, and various novels from which fiction and non-fiction works of several genres are read.

Children's Books

Grades 9-10

½ Credit

In this course, students will analyze existing children's literature and then write and illustrate their own books in the hopes of having them published or read locally in the elementary school and/or on display in the waiting rooms of local children's doctor/dental offices. We will begin by preparing to become authors. In order to write a good children's book, students will first read them. They will analyze various children's books and notice the author's purpose, style, and other writing techniques. They will reflect on what styles they find most impactful. Then students will develop their own ideas for plot, setting, and characters. They will plan their stories, draft, revise, edit, and illustrate them. Students will share their stories with the community.

Creative Writing

Grades 10-12

½ Credit

Brimming with creative ideas? Searching for enough time to write the poems and stories you've been thinking about? Wishing there was a way to get feedback on your creative pieces? This is the class for you! Here, you'll develop the habits, attitudes, tools, knowledge, and skills you'll need to become an independent and confident creative writer as you work through all or some of the following units: creative nonfiction, fiction, and poetry. You'll have the time to focus on the writing PROCESS while working towards your publication goals. Perhaps one of the best parts of this class is that it is a community of writers who support one another's work through productive workshopping and collaboration. By the end of the class, you'll have created a portfolio that contains your creative pieces and your reflections on those pieces!

English 9

1 credit

This course builds upon students' previous knowledge of fiction, non-fiction, and literary elements in order to begin the preparation for the English 11 Common Core Regents exam. This course also places an emphasis on moving students' thinking from the literal to the increasingly abstract. Students will read widely from a variety of genres and texts, and they will demonstrate their understanding of these texts as they engage in a variety of writing assignments, projects, and activities. Students will also analyze the structure of what they read, and they will use this analysis as a basis for strengthening their own writing as well as a foundation for demonstrating a greater understanding of an author's craft and intention. Students will also write using a variety of genres and for a variety of audiences. Writing will focus on the use of the entire writing process and will be strengthened through the modeling of key skills and concepts. Student writing will include, but will not be limited to, narratives, essays of various types, and research writing. Students will also be provided ample opportunities to develop their verbal communication and listening skills through a variety of means.

English 10
1 credit

This course develops student understanding of fictional forms, including the novel, short story, and drama, and deepens students' understanding of the author's craft as it pertains to fiction. In this class, students read, study, and analyze a variety of titles. Students in this class are also expected to reflect widely on the literature read, as well as respond to, discuss, and question extensively an author's purpose and the message a piece of literature conveys, while making connections to life, society, and non-fiction. In addition, students are exposed to various genres of non-fiction works; a particular emphasis is placed on students becoming proficient analyzers of various structures and rhetorical strategies writers employ in good non-fiction pieces. Writing is an integral part of this class's curriculum. Students will write a fictional piece that asks them to model their own writing style after some of the great American short story authors. Students will also write argumentative pieces on a variety of topics. Analytical responses to literature and research writing are also stressed in English 10. In addition, students will also enhance their writers' toolboxes through an in-depth study of sophisticated vocabulary and grammar/punctuation.

English 11
1 credit

English 11 focuses on the reading and writing skills necessary to comprehend, analyze, and extend thinking beyond the page. Each novel will be paired with nonfiction as a way for students to make connections and mirror the reading habits that will be required of them as they enter college or the workplace. In addition to novels and nonfiction, students can also expect to read memoirs, speeches, poems, and plays. Students will be expected to apply their knowledge of literary elements throughout the course and they will deepen their understanding of the author's craft as it applies to structure, tone, and diction. Students will write with a variety of purposes for a variety of audiences. For example, they will develop and share a research project and will prepare for the 11th grade Common Core Regents exam by writing assignments that match the tasks of the Regents exam. Students will use the writing process (the steps of which include prewriting, drafting, responding, revising, editing, and publishing) for most of their written work. The teacher will provide instruction in grammar and editing for each writing assignment and will conference with students as necessary. Students will develop their acquisition of S.A.T. level vocabulary throughout the year with lessons and assignments designed to familiarize them with the strategies used by successful readers and writers. All students are expected to take the Common Core Regents in June.

English 12
1 credit

English 12 begins with an exploration of voice and identity through the examination of authors' crafts and memoir, student observations, and the major elements of successful writing. Students apply their knowledge of voice and style in various writing forms including personal narratives, such as the college essay. It also begins with a study of the power of language to change our lives for the better. As a result, the study of grammar is another major focus to ensure students have the knowledge they need so their writing is always a positive reflection of their abilities. The year continues with a non-fiction framework providing a bridge to works of related fictional pieces. Skills necessary for career and college readiness are practiced and expected daily, including deep textual analysis, annotating, close reading, etc. These skills are expected to extend beyond the classroom into students' daily learning routines. Writing is constant throughout the year and takes many forms: copious notes and interactions with the text, frequent written observations, narratives, analytical and literature-based pieces, and research. Though students no longer have state assessments, they are preparing for college and workplace-caliber demands. Therefore, the expectations and rigor of the class meet the demands of college and careers. Students can expect to spend a full class period per night on reading, writing, and/or researching in preparation for their futures.

**English 12, College Level:
OCC ENG 103: Critical Writing I and ENG 104: Critical Writing II
AP Literature and Composition*
1 credit, with the opportunity to earn up to 6 college credits and AP credit**

College Level English is English 12 Honors. It is a rigorous course that requires a significant amount of time outside of the classroom. Offered through OCC, it comprises two courses taken in sequence. It is the policy of the school that the courses not be scheduled separately and that students register with the college to demonstrate their commitment. **ENG 103:** Emphasizing the recursive nature of writing and the process of revision, this course teaches students the skills and processes necessary for writing and revising college-level academic prose. Various aspects of writing, including information literacy and invention/pre-writing, composing, revision, and editing/proofreading will be taught. Critical readings of various non-fiction texts will be used to develop understanding of rhetorical conventions and genres. English language learners are encouraged to speak with an advisor about appropriate support. **ENG 104:** Teaches students to comprehend, respond to and use the ideas of others in their own writing. Skills such as analytic and critical reading and writing, summarizing, and paraphrasing through the study of literature. Term paper form will also be taught. Prerequisite(s): ENG 103.

It is strongly suggested that students seek and receive the recommendation of their previous year's English teacher and their school counselor before signing up for this course.

*This course may run concurrently with ENG 103 and 104. During those years when this is the case, students will have the option to take the AP Literature and Composition exam.

Film and Media Analysis

½ credit

It is the object of this course to provide students with a deeper understanding and appreciation of film, and to provide them with a sense of its major components, as well as a better understanding of the "language" of movies. Although students have undoubtedly viewed hundreds of movies and thousands of hours of motion picture content, what they have learned from those movies or about them is primarily on an instinctual level. However, in taking this course, students will gain an appreciation for the "language" of film, enabling them to understand it in an entirely new light. As a result, however enjoyable and "relaxing" students' movie experience generally is, they will have a more deep and complex understanding, causing students' viewing of a movie to be much more "active."

Honors Courses in English

Grades 9-11

1 credit

Though Honors courses meet the criteria listed in each of the course offerings above, students can expect much more from an Honors English course. The following is true of all Honors courses in English:

- Honors courses are more demanding. The level of rigor is significantly higher in an Honors course, and, as a result, these students will read and write more. They'll have longer and more difficult assignments.
- Students will need to devote significant time outside of class to keep up with the demands. Honors courses move at a much faster pace and students are responsible for advocating for their own needs if the pace becomes too much to handle.
- Honors courses require less concrete thinking and more abstract thinking. Students who enroll in Honors courses must be willing to take intellectual risks so as to challenge their abilities to think critically.
- Attitude counts when it comes to Honors courses. Students in Honors courses relish academic challenges. They see every assignment as an opportunity, and they never shy away from a chance to push themselves.
- Honors students are necessarily more organized and responsible than the average student. These traits are essential when it comes to navigating these more demanding courses.

Introduction to Journalism

Grades 9-12

½ credit

Currently, students are exposed to multiple media platforms multiple times each day. In order to become not only better news-sleuths to figure out what is credible or not, students need basic knowledge of how the journalism industry works and the types of news stories that exist. Knowing how to write in different disciplines as well as for specific audiences makes students better overall writers. Seemingly minute details like proofreading make a big difference in the business world. Through a journalism class, students will have a focus on how their writing sounds in terms of structure, grammar, and organization - creating overall better writers who are more apt to fix mistakes and focus on how important word choice is. Opening up perspectives to the telling of others' stories is important for students to learn how to challenge their own opinions and judgment. Students will learn the value and importance of due dates (as journalism is very much focused on the timing of pertinent stories). Another important lesson from journalism exists in the "identity" world. Students can find their niche for story-telling and share their interests through their writing voices and the stories they decide to report.

Media Literacy

Grades 9-12

½ credit

Social media, music, podcasts, and advertisements shape our world. This course will be a deep dive into pop culture, AND it will help you ask and answer some pretty big questions: *Who creates this stuff? WHY? Who's it really aimed at? What is it **actually** saying?* The media of pop culture may seem like simple entertainment, but it's packed with messages about identity and power. Developing your media literacy skills is the key to unlocking those messages. In this course, you will learn to read, analyze, and challenge the stories you're told every time you scroll through your phone, put on your headphones, watch tv, or open a magazine. You will also develop and share your opinions as well as create content that reflects your thoughtful perspective of the way things are (or should be!). This is your chance to explore what's popular and why it matters. Very little to no homework will be assigned.

New Voices in Literature

Grades 11-12*

½ credit

***Due to the mature nature of the reading materials, only interested juniors and seniors should take this class.**

Have you ever wished you could choose what books you read in school? Have you ever wished you could read books that are about current issues that exist right now—issues that may even impact you or your friends? If so, then this is the class for you! This class will give you the opportunity to choose from a variety of very current, rather edgy books that we can't read in English classes, but that are definitely worthy of being read and talked about. This is an in-school book club where you make all of the decisions: you and your friends/classmates will read in class at a pace that you all agree upon. You'll hold discussions when you're ready and about the things you want to discuss. Finally, you'll choose your own project to show what you think about the book you read together.

Public Speaking

Grades 9-12

½ Credit

This course is an introduction to public speaking and is designed to develop effective presentation skills, critical thinking, and astute listening. This course will prepare students for success in typical public speaking situations and provide them with the basic principles of organization and research needed for effective speeches. This course is performance-based, with the central emphasis on the ability to deliver an engaging and effective speech. Students will be required to deliver speeches in front of their classmates to fulfill course requirements. These speech exercises will serve to demonstrate a student's understanding of communication skills. The teacher will use various methods,

including in-class activities, lectures, skill building exercises, small group activities, assessments of outside speakers, and oral presentations, some of which may be recorded for the student's personal viewing and learning.

TV's Modern Day Heroes

Grades 9-10 OR 11-12

½ Credit

There are series that you love to watch, and chances are, one of your favorite parts of your favorite show is the hero or the villain. But, do you know why the hero is just so amazingly heroic? Do you know how the villain came to be so deliciously evil? It's no accident! Our favorite characters are just archetypes based on a centuries-old formula, and once you know that formula, you will enjoy watching your favorite shows even more than you do now! And, because you'll know the formula, you'll impress your friends and family when you are able to tell them what the hero or villain will do before s/he actually does it. In addition, you'll also be able to create your own hero and your own villain—simply by knowing this formula. So, join this class, scrutinize a TV series of the class's choosing, learn to crack the code, and start watching your own favorites in a new, more enlightened way!

Fine Arts

All students will be required to complete coursework in the fine arts to meet junior high and NYS graduation requirements. Art 7, Art 8, and either chorus, band, or general music are required during grades 7-8. Students must complete one high school credit of fine arts to graduate. Courses that meet this requirement include Studio Art, Music in Our Lives, Music Theory, Chorus, and Band. The Fine Arts Department offers a number of electives and opportunities for students to extend their learning in the classroom and in performances, including participation in NYSSMA solo festivals, jazz ensemble, and chamber singers.

Art

6th Grade Art

Art 6 introduces students to the elements and principles of art through hands-on-projects, critical thinking, and exposure to a variety of artistic mediums within a 20 week semester. Students will continue to express themselves creatively, appreciate diverse artistic approaches, begin to talk about their artwork and intent, and expand upon foundational art skills.

7th Grade Art

Art 7 is an introductory survey course in the studio arts. This 10 week course is designed to acquaint students with the scope of a basic art program. Students will learn basic drawing, painting, color theory, design, and sculpture in this course. It provides the student with a range of art experiences emphasizing visual perception. Students will be evaluated by class participation and completed artwork.

8th Grade Art

Art 8 is an intermediate survey level course in the studio arts. The course is designed to further students' study with the scope of a basic art program. Students will continue to learn basic drawing, painting, color theory, design, and sculpture in this course. It provides the student with a range of art experiences emphasizing visual perception. Students will be evaluated by class participation and completed artwork.

Advanced Drawing and Painting 1 & 2

1 credit each

Prerequisite: Studio Art or permission of instructor

Drawing and Painting is an art course that builds on the studio art experience. It expands knowledge and technique in the elements and principles of art. Drawing and painting as well as graphics and other art forms are explored. Working from the figure, still life, and landscape are integral to this process. The course emphasizes all the basic studio arts, but expects the student will take a more active role in mastering skills in drawing and painting. Students will work more independently and be expected to begin work on a Portfolio of art, for a possible career in the arts or to showcase their abilities. Students are graded on participation and completed works, as well as weekly drawing exercises.

Clay III

Prerequisite: Studio in Clay II or permission of instructor

½ credit

Clay III will provide a 20- or 40-week course option to students that have demonstrated proficiency and mastery of essential ceramic skills. The skills expanded upon in Studio in Clay III will take students beyond the scope of basic handbuilding, challenging students to refine their glazing techniques and push limits with coil, slab, and mold making construction. Students are provided the opportunity to continue developing their wheel throwing skills and to curate their accomplishments in frequent exhibits and in the spring Art Show.

Computer Graphics 1 & 2

½ credit each

Students will be introduced to the field of graphic communication printing using powerful IBM computers and graphic design software programs such as Adobe Photoshop, Adobe Animate, Adobe Illustrator, and 3D rendering programs. Students may print their 3D work using a 3D printer that is located in the Fine Arts lab. Students can explore the design, production, and sale of a product that they create for 3D printing, render illustrations, and create animations with the skills they will learn in this course. Course emphasis will be on effective visual communication based on a thorough understanding of the elements and principles of design. Computer Graphics 2 is for upper level art students who may be interested in a career in the arts and focus for this course is on building a graphic arts portfolio. Students are graded on participation, completed works, and their ability to critique their work and the work of others based upon the principles of design and techniques they have learned.

Creative Crafts & Design

1 credit

Creative Crafts & Design is an introductory course offered to 9th graders. Students will gain an understanding of: the nature of art, the elements and principles of art, the history of art and design, how to critique artwork, and the function of decorative and functional arts and crafts. To do this, students will: generate, conceptualize, organize, develop, and refine artistic ideas and work; select, analyze, and interpret artistic work for presentation; apply criteria to evaluate their work and the work of others; communicate meaning through their work; employ strategies for group collaboration in the creation of work; utilize critical thinking and problem strategies in the production of art;

and research art techniques and design processes. Some examples of projects that students may complete are: metal enameling & tooling, papermaking, fiber arts, model making/sculpture, clay building, jewelry making, and basket weaving. Students are graded on participation, completed works, and their ability to critique their work and the work of others.

Photography 1 & 2

½ credit each

Students will learn digital photography basics including: camera use, how to use Photoshop to edit, manipulate and print images, the importance of understanding light and the role it plays in photography, understanding the difference between an artistic photograph and a snapshot, and applying the principles of design to a photograph. Cameras are available for students to use in class and out of class on a sign-out basis. Students are graded on participation, completed works, and their ability to critique their work and the work of others. Class size is limited.

Senior Survey in Art

Prerequisite: Studio Art and Advanced Drawing and Painting 1 & 2

1 credit

This course is designed for art students with an interest in developing a deeper understanding and use of art media and technique. Students evaluate their basic strengths and weaknesses with the teacher's assistance. Projects strengthen skills as students produce a portfolio of artwork with a concentration in one media. Students will also identify the role of art skills in preparing for a career in the art field. Students are graded on participation, completed works, and their ability to critique their own work and the work of others. All students must complete a Portfolio and Artist Statement to complete this course.

Studio Art

1 credit

Studio Art is a comprehensive foundation course in secondary art. The course is designed to help students begin to master skills in drawing within the scope of an entire visual arts program. It provides the student with a range of experiences emphasizing visual perception, development of art skills in creating art works, knowledge of materials and resources, responding to and analyzing works of art, understanding the cultural dimensions and contributions of art, and art history. The course covers all basic studio arts including drawing, painting, and color theory, design, sculpture, printmaking, and textile manipulation. The Studio Art course is a prerequisite for all art sequences. This course meets Regents arts requirements based on the New York State and National Learning Standards. Students are graded on participation and completed works.

Studio in Clay I

Prerequisite: Studio Art or permission of instructor

½ credit

The skills learned in Studio in Clay will enhance basic skills learned in Studio Art and focus on ideas and content in 3-Dimensional art. Students will work in both functional and sculptural ceramics. Students will be encouraged to develop their own ideas through required course work, as well as complete works of an independent nature. This course is for students who excelled in 3-Dimensional spatial content of Studio Art.

Studio in Clay II

Prerequisite: Studio in Clay I or permission of instructor

½ credit

The skills learned in Studio in Clay II will enhance basic skills learned in Studio in Clay I and further develop ideas and content in 3-Dimensional art. Students will work in both functional and sculptural ceramics that continue to develop handbuilding skills and that may explore introductory wheel throwing opportunities on occasion. Students will be encouraged to develop their own ideas through required course work, as well as complete works of an independent nature. This course is for students who excelled in 3-Dimensional spatial content of Studio Art.

Music

6th Grade Band

Open to woodwind, brass, and percussion players in grade 6. Class meets everyday or every other day opposition chorus 6. A small group lesson is required once a week. Performances include evening concerts at the high school. Extra opportunities include NYSSMA (New York State School Music Association) competition and All-County honor ensembles.

Concert Band

Prerequisite: Junior High Band

1 credit

Open to woodwind, brass, and percussion players in grades 9-12. Class meets everyday or every other day opposite to Concert Choir. A small group lesson is required once a week. Performances include evening concerts at the high school. Extra opportunities include jazz band, the Memorial Day parade, musical pit band, NYSSMA (New York State School Music Association) competitions, All-County, Area All-State, and Conference All-State ensembles.

Concert Choir

Prerequisite: Junior High Chorus

1 credit

Offered as a performance based class for students in grades 9 - 12, this group sings a well-rounded selection of music at a moderate-difficult level. Class meets everyday or every other day opposite Concert Band. A small group lesson is required once a week. Basic vocal techniques are emphasized so that students can continue as lifelong singers. Musicians are encouraged to take advantage of numerous outside opportunities to improve individual skills and contributions to the ensemble. Performances include evening concerts at the high school and the school musical. Extra opportunities include NYSSMA (New York State School Music Association) solo festival, All-County, and Area All-State Honor ensembles.

General Music

This class explores American music in many ways. It makes musical connections to math, science, art, technology, and social studies. By listening, researching, creating, and performing students will discover that music is an important part of daily life. This course meets the 7th grade music requirement for those who choose not to be a part of a performing ensemble.

Introduction to Music History

1 credit

This course serves as an introductory survey to the history of Western music, starting with Gregorian chant and working its way up to present-day popular styles. Music from non-Western cultures will be briefly touched upon as their influence applies to the development of Western music. Major time periods covered will be the Renaissance, Baroque, Classical, Romantic, and Twentieth-Century. Popular genres covered will be jazz, country, rock, rap, and electronic music. Student work will be focused on developing critical learning skills through guided listening, using descriptive language when writing, making cross-curricular ties with social studies, art, and literature (where appropriate), and developing a broader understanding of what makes quality music.

Junior High Chorus

This is a performance based class offered to students in grades 7 and 8. Class meets everyday or every other day opposite to junior high band. Rehearsals are conducted to help students improve individual skills as well as experience the joys of performing many various musical styles. A small group lesson may be required once a week. Performances include evening concerts at the high school and the school musical. Extra opportunities include NYSSMA (New York State School Music Association) solo festival, All-County, and Area All-State Honor ensembles. This ensemble is a prerequisite for high school performing groups.

Junior High Band

Open to woodwind, brass, and percussion players in grades 7 and 8. Class meets everyday or every other day opposite to junior high chorus and junior high health. A small group lesson is required once a week. Performances include evening concerts at the high school. Extra opportunities include NYSSMA (New York State School Music Association) competition, All-County, and Area All-State honor ensembles. This class is a prerequisite for Concert Band.

Music Theory

1 credit

This course is for highly motivated music students. Students are engaged in an in-depth study where they will learn to recognize, understand, and describe the basic materials and processes of music. Emphasis is given to developing skills by listening, reading, and writing in the basic style of common-practice Western music. The course is reading and writing intensive. Skills covered will follow that of a typical college freshman music theory course.

Math

All students will be required to complete one math unit of study in both 6th, 7th, and 8th grade. All students must earn three credits of math to graduate. Students are required to pass the Algebra Regents exam to graduate. For the Regents Diploma with Advanced Designation, students must also pass Geometry and Algebra II, along with the respective Regents exams. An accelerated math program (Algebra) is available in eighth grade for those students meeting requirements and recommended for the program. The math department offers a variety of math options including Advanced Placement Statistics and Calculus, as well as College Credit bearing courses. Counselors and math teachers will work together to recommend the most appropriate math courses for each student.

6th Grade Math

Sixth grade mathematics is about (1) developing fluency in all operations with whole numbers, fractions and decimals; (2) gaining an understanding of the location of positive and negative rational numbers on a horizontal and vertical number line; (3) solving one step equations; (4) introducing ratios, rates and percents and applying to real world situations; (5) continuing work with area of irregular polygons along with the introduction of prisms and pyramids and finally; (6) a brief introduction of statistics and probability. Students use a TI-34 calculator during the second half of the year.

7th Grade Math

Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students use a TI-30XIIS calculator in this class.

8th Grade Math

Eighth grade math is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students use a TI-34 calculator in this class.

Algebra 1

1 credit

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The units deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students use a TI-84 Color Graphing Calculator in this class.

Algebra IA

Prerequisite: Level 1 or 2 on NYS Math 8 Assessment or teacher recommendation

1 credit

Algebra 1A is the first half of a two-year Algebra sequence aligned with the NYS Next Generation Mathematics Learning Standards. This course introduces the foundations of algebra with an emphasis on linear relationships, functions, equations, inequalities, and data analysis. Students develop problem-solving strategies, mathematical reasoning, and real-world applications while building a strong foundation for Algebra 1.

Algebra II

Prerequisite: Algebra I

1 credit

This is the third course of a Regents Mathematics sequence. The course focuses on complex numbers, relations and functions, transformations, exponential and logarithmic functions, probability, statistics, trigonometric functions, and applications. The student is required to take the NYS Algebra 2 Regents examination in June as a requirement for a Regents Diploma with Advanced Designation. Students use a TI-84 Color Graphing Calculator in this class.

AP Calculus BC

Prerequisite: Pre-Calculus

1 credit, Advanced Placement credit available by examination (fee required with assistance available)

This is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. The student is required to take the College Board Advanced Placement examination in May. An AP exam fee (assistance available) is required.

AP Statistics

Prerequisite: Algebra 2 (May be taken concurrently with Algebra 2)

1 credit, Advanced Placement credit available by examination (fee required with assistance available)

This is an elective course for students who have successfully completed three years of Regents High School Mathematics. This course is an in-depth study of Statistics for the highly motivated student. Its purpose is to introduce the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is recommended for the student who plans to major in engineering, psychology, sociology, health sciences, or business. The student is required to take the College Board Advanced Placement examination in May. An AP exam fee (assistance available) is required. A final project is conducted in June. Students use a TI-84 graphing calculator in this class.

Geometry

Prerequisite: Algebra 1

1 credit

This course explores geometric concepts through a problem-based, modern approach. Students study transformations, congruence, similarity, right triangle trigonometry, circles, coordinate geometry, and 3D modeling while strengthening reasoning, proof, and problem-solving skills. Aligned with the NYS Next Generation Mathematics Learning Standards, the course emphasizes real-world applications, collaboration, and mathematical modeling.

Introduction to Computer Science 1

Prerequisite: Algebra 1

½ credit

This is a half-year course designed as an introduction to computer science. Students will build a solid foundation in computer programming and explore several careers connected to computer science. Topics in this course emphasize computational thinking and develop the ability to solve problems. Students will learn to write code in text-based Python. No prior computer science knowledge is required. There is a final project for this course.

OCC BUS 102 – Mathematics of Business and Finance

Prerequisite: Algebra 1

½ credit, OCC college credit available

This elective course applies mathematical concepts to common business and financial situations. Topics include percentages, simple and compound interest, discounts, markups and markdowns, payroll, taxes, consumer credit, loans, investments, and financial statement analysis. Emphasis is placed on problem solving, critical thinking, and the use of mathematics as a decision-making tool in business and personal finance. Students gain practical skills needed for careers in business, accounting, and related fields. A final exam is given at the conclusion of the course.

OCC MAT 118 – Exploring Statistics**Prerequisite: Algebra 2****½ credit, OCC college credit available**

This is an elective course in introductory statistics for non-STEM majors. Topics include: random sampling, graphical displays of data, measures of central tendency and dispersion, normal distribution, standard scores, confidence intervals, hypothesis testing, Student distribution, two-way tables, probability, correlation, and regression. A final exam is given at the conclusion of the course.

OCC MAT 143 Pre-Calculus**Prerequisite: 75% or higher in Algebra 2 and a passing score on the Algebra 2 Regents or TC3 College Algebra exam****½ credit, OCC college credit available**

This course is designed to provide the necessary foundation for a standard calculus course. Topics include absolute value and quadratic inequalities, functions and their equations, exponential and logarithmic functions and their applications, right triangle trigonometry, law of sines and law of cosines, trigonometric functions (circular) and their inverses, trigonometric identities and equations. A final exam is given.

OCC MAT 161 Calculus 1**Prerequisite: 74% or higher in OCC Pre-Calculus 143****½ credit, OCC college credit available**

This is the first course in calculus for students in mathematics, science, computer science, and engineering. Topics include basic analytic geometry, functions, limits and continuity, derivatives of algebraic and trigonometric functions, chain rule, implicit differentiation, antiderivatives, definite integrals, Fundamental Theorem, and applications of derivatives and integrals. A final exam is given.

TC3 Math 122 Technical Mathematics**Prerequisite: Algebra I****1 credit, TC3 college credit available**

Designed specifically to meet the needs of students in technology programs, this course is a study of fundamental algebraic operations, linear equations, functions, applied geometry, trigonometry, and vector analysis. MATH 122 fulfills the SUNY General Education Mathematics requirement. Students will learn the basic mathematical concepts that are used in technology fields. The learned mathematical tools will be applied to the solution of stated problems that parallel those commonly encountered in the construction and electrical fields. The material is presented from an applied perspective rather than from a theoretical one using examples from both the construction and electrical fields. Students use a TI-84 Color Graphing Calculator in this class. A final exam is given.

TC3 Math 120 College Algebra

Prerequisite: Algebra II

½ credit, TC3 college credit available

This course covers college algebra between beginning algebra and pre-calculus. Topics include linear, quadratic, absolute value, polynomial, rational, exponential, and logarithmic expressions/equations/functions, function notation, graphing functions, transformations of functions, inverses, complex numbers, and linear, absolute value, and quadratic inequalities. Students use a TI-84 Color Graphing Calculator in this class. MATH 120 fulfills the SUNY General Education Mathematics requirement. A final exam is given.

Physical Education and Health

All students will be required to take Physical Education each year of school, grades 7-12. In grades 9-12, students must earn ½ credit each year to graduate. Health 7 and ½ credit of High School Health are required for all students. Electives are also available in the area of health education. The health program is designed to give students an active and personal role in the learning process allowing them to become active partners in maintaining and improving their level of wellness. Students participate in activities which strengthen and enhance their ability to make healthy choices in all areas of their daily lives - physical, mental, emotional, and social.

Physical Education

6th Grade Physical Education

Through participation in a physical education program, students will have the necessary knowledge and skills needed to establish and maintain physical fitness. The curriculum complies with the New York State standards, that a student's fitness level is increased by performing in physical activities three times a week for 40 minutes. The major emphasis is on team sports and creating a positive social atmosphere so that students will enjoy participating in physical activities now, and as a lifelong pursuit.

7th/8th Grade Physical Education

Through participation in a physical education program, students will have the necessary knowledge and skills needed to establish and maintain physical fitness. The curriculum complies with the New York State standards, that a student's fitness level is increased by performing in physical activities three times a week for 40 minutes. The major emphasis is on introducing personal fitness and creating a positive social atmosphere so that students will enjoy participating in physical activities now, and as a lifelong pursuit.

High School Physical Education

½ credit

Through participation in a physical education program, students will have the necessary knowledge and skills needed to establish and maintain physical fitness. The curriculum complies with the New York State standards, that a student's fitness level is increased by performing in physical activities three times a week for 40 minutes. The major emphasis is on becoming competent in personal fitness activities and creating a positive social atmosphere so that students will continue to enjoy participating in physical activity now, and as a lifelong pursuit.

Introduction to Yoga & Stress Management-

Prerequisite: Completion of HS Health & 2 years of HS PE

½ credit

This is a ½ credit course that will focus on complementary health approaches designed to help students recognize their stressors, find healthy ways to cope with stress & develop resiliency skills. Day A will be completed in the classroom & Day B will be in the fitness center or gymnasium performing a variety of mindfulness skills, with an emphasis on Yoga. The classroom part of the course will be spent on stress management. Students will learn stress management techniques like deep breathing, mindfulness, mental imagery, time management, journaling, progressive muscle relaxation as well as some self-care.

Nutrition & Fitness

Prerequisite: Completion of HS Health & 2 years of HS PE

½ credit

The objective of this class is to understand how nutrition and fitness impact each student's daily life. Students will assess their own health & wellness and find ways to improve or maintain their level of wellness. This class is primarily for students interested in goal setting and advocating for their own health and wellbeing. The first half of this class will be in the classroom, the 2nd half will be in the fitness center.

Weight Training

½ credit

Weight Training is an elective offered by the Physical Education Department. This course is designed for the student/athlete that wants to gain knowledge in the physical fitness field and improve their overall fitness level. Students will work throughout the school year to improve their overall physical fitness levels through different types of cardiovascular endurance and weight training. Each student will be asked to develop a year-long fitness program, which they will monitor and adjust as their strength and endurance improve.

Health

6th Grade Health

The sixth grade Health curriculum focuses on the following topics: Wellness & Health Foundations, Mental & Emotional Health (with a strong focus on Social Emotional Learning), Safety & Disease Prevention, Nutrition, Substance Abuse Prevention, and Growth & Development. Sixth graders will also start learning and practicing the following skills: self-management, planning and goal setting, stress management, and decision making.

7th/8th Grade Health

The seventh grade curriculum focuses on the following topics: wellness, physical activity, nutrition, drug education, and reproductive health (focusing on the reproductive systems and the physical, emotional, and social changes related to puberty). Seventh graders will also start learning and practicing the following skills: self-management, planning and goal setting, stress management, and accessing information.

Adulting Grade 12 ½ credit

Need a guide or manual for life after high school? How do you change a tire or prepare for a job interview? What if you only have \$75 and need to buy groceries for the week? This course will be student driven (students decide what they want to learn) while focusing on broad skills to assist them in daily living after high school like filling out a job application, doing laundry, creating a meal plan on a budget, balancing a checkbook, just to name a few. This course will explore everyday life after graduation with motivation, drive, and purpose.

Child Development 20 week course Prerequisite: Successful Completion of HS Health ½ credit

This course is a study of child care and the principles of child growth/development, development of self-concepts and building of self-esteem, learning experiences for children, principles of guiding children, healthy and safe environments, and careers related to child care. It covers the full spectrum of early childhood education from birth through age eight.

Critical Issues in Health Prerequisite: Successful Completion of HS Health ½ credit

This course is designed to develop a well-rounded, healthy student. It is a discussion/debate class that will allow the students to learn about some of the controversial and critical subjects facing our youth today. The objectives covered are: to provide the most current information on each critical issue covered, to enable students to make good decisions regarding their health and provide skills to maintain their decisions, to review the basic health issues, and secure in-depth knowledge of these issues, to integrate health careers correlating with the issues covered, and to become aware of the best preventive and rehabilitative resources available, both with-in school and the community.

High School Health ½ credit

The high school health curriculum combines health-related skills (self and relationship management, stress management, decision making, planning and goal setting, communication, accessing information, and advocacy) with the following content areas: physical activity and nutrition, reproductive health (including HIV/AIDS and other STD education and prevention), violence prevention and conflict resolution, and drug education. Students also learn hands-only CPR, how to use AEDs, and signs of cardiac arrest. This course is required for graduation.

Introduction to Anatomy & Physiology

Prerequisite: Successful Completion of HS Health

½ credit

This course provides an overview of the body systems with an emphasis on understanding the functions of each system. This would take the information students learn in physical education and health class and would provide a base of knowledge needed for this course. This course is perfect for students who are interested in a health science major in college or has an interest in the human body.

Science

All students will be required to complete one science unit of study in both 7th and 8th grade. All students must earn three units of science credit to graduate. Students are required to pass a science Regents exam to graduate. For the Regents Diploma with Advanced Designation, students must also pass a second science Regents exam. An accelerated science program (Life Science: Biology) is available in eighth grade for those students meeting requirements and recommended for the program. The science department offers a variety of options including Advanced Placement Biology and Physics, as well as many electives. Counselors and teachers will work together to recommend the most appropriate science courses for each student.

6th-8th Grade Science

During sixth, seventh and eighth grades, students are exposed to physical and life sciences. This approach builds on skills and concepts learned in the elementary school, leading to the NY State Science 8 Assessment that is given in May and June of eighth grade. Students will be investigating Biology/Ecology, Chemistry/Physics, and Earth and Space Science as they pertain to life science and the physical world. In sixth, seventh and eighth grade, students complete lab experiments to prepare for the NY State Assessment and for Regents Laboratory Sciences.

Biology - Advanced Placement

1 credit, Advanced Placement credit available by examination (fee required with assistance available)

Ready to experience science at the next level? Choose AP Biology, a rigorous full-year elective that is your bridge to collegiate success, earning you 1 science credit while you embark on a thorough, detailed dive into the captivating study of life. This course is intentionally challenging yet profoundly rewarding, as it adheres strictly to the College Board Science Standards for AP Biology and is specifically designed to prepare you for college-level workloads and expectations, giving you a critical head start. Your opportunity to earn college-level credit comes with the comprehensive AP Exam in May, followed by a local final exam in June. If you are curious about the inner workings of the living world and ready to push your intellectual boundaries, enroll in AP Biology today!

Chemistry - Advanced Placement

1 credit, Advanced Placement credit available by examination (fee required with assistance available)

General chemistry topics presented during the course follow those outlined by the College Board and mirrors an introductory level college Chemistry course. Students will cultivate their understanding of chemistry through inquiry-based investigations as they explore these topics: substance structures & properties, chemical reactions, kinetics, thermochemistry, equilibrium, acids/bases, and thermodynamics/electrochemistry. This course is designed

to be the equivalent of a college level general chemistry course. It is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board: Atoms & Elements, Structure & Properties of Matter, Chemical Reactions, Kinetics, Thermodynamics, and Equilibrium. A special emphasis will be placed on science practices which capture important aspects of the work that scientists engage in as well as learning objectives that combine content with inquiry and reasoning skills. AP Chemistry is open to all students with preference for those who have completed a year of chemistry who wish to take part in a rigorous and academically challenging course. The student is required to take the College Board Advanced Placement examination in May. An AP exam fee (assistance available) is required. The AP exam serves as a basis for credit and/or exemption of up to 8 college credits in freshman Chemistry at many colleges nationwide. A local final exam is given in June.

Chemistry - Physical Setting

1 credit

This is a course for students considering any type of science or technical career (e.g. nursing or engineering). Students should have a strong interest in learning the relationships between quantitative and qualitative aspects of science. The topics include: Matter and Energy, Atomic Structure, Chemical Bonding, the Periodic Table, Mathematics in Chemistry, Chemical Kinetics, Acid-Base Chemistry, Redox and Electrochemistry, Basic Organic Chemistry, and Nuclear Chemistry. Laboratory exercises are required. The New York State Regents requires students to complete reports of laboratory exercises which will be designed to illustrate concepts developed during classes. Successful completion of a final exam and the N.Y.S. Regents exam is required.

Earth & Space Science

1 credit

The Next Generation Science Standards (NGSS) Earth and Space Science curriculum is designed to give students a deeper understanding of the fundamental concepts and practices of this field. The topics covered in this course include: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability. Throughout the course, students will engage in hands-on laboratory activities and investigations to help them develop scientific inquiry and data analysis skills. They will also be encouraged to make connections between Earth and Space Science concepts they are learning and real-world applications. The New York State Regents requires students to complete reports of laboratory exercises which will be designed to illustrate concepts developed during the course. Successful completion of a final and the N.Y.S. Regents Exam is required.

Environmental Science

1 credit

The goal of this course is to provide students with an understanding of the interrelationships in the environment and how humanity, as part of the environment, can protect and manage the world's resources. Major topics will include: Principles of Ecology, Management of Living Resources, Energy Sources and Uses, and Pollution. This course includes a variety of activities in the classroom, in the lab, and in the field. Successful completion of Life Science and Earth Science are strong indicators of success in this course. A final examination in Environmental Science will be required.

Forensic Science

1 credit

The goal of this course is to provide students with an opportunity to study an exciting application of science and the world of forensic science. Case studies, laboratory exercises, computer simulations, research, and lecture will be used to introduce the students to the application of science to forensic study. The students of forensic investigation will explore the crime scene through hands-on activities using many of the same procedures used by the forensic professionals in the field and will be provided an opportunity to increase problem solving ability. Successful completion of Life Science is a strong indicator of success in this course.

Life Science: Biology

1 credit

Jump into the fascinating world of life with Life Science: Biology, the essential, full-year course designed to ignite curiosity for 9th-grade students and provide a strong foundation for future science pursuits! Aligned with the rigorous NYSSLS and NGSS standards, this course moves beyond memorization, engaging you in hands-on labs and real-world investigations to explore everything from cellular structure to complex ecosystems, preparing you to think and problem-solve like a real scientist. Successfully completing this course earns you one life science credit and requires readiness for two major assessments in June: a local final exam and the comprehensive Regents exam, proving your mastery of the scientific concepts shaping our world. Enroll now to discover the awe-inspiring processes of life and become a scientifically literate citizen!

Physics - Advanced Placement (AP Physics 1)

1 credit, Advanced Placement credit available by examination (fee required with assistance available)

General physics topics presented during the course closely follow those outlined by the College Board and mirrors an introductory level college Physics course. Students will cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, and torque and rotational motion. AP Physics 1 is appropriate for students who wish to go into Science and/or Engineering, and those who wish to take a rigorous and academically challenging course. Students are required to take the College Board Advanced Placement examination in May. An AP exam fee (assistance available) is required. The AP exam serves as a basis for credit and/or exemption of up to 8 college credits in freshman Physics at many colleges nationwide. A final project or exam is required in June.

Physics - Physical Setting

1 credit

This course is aimed at all students with a sincere desire to learn more about the physical universe. It should be considered a required course for students planning on a science-related major or minor in college. The course is divided into five major areas: Mechanics (motion and the forces that cause it), Energy, Wave Phenomena (light and sound), Electricity and Magnetism, and Modern Physics (quantum theory and atomic structure). Laboratory work allows the student to take an active role in discovering the laws of physics in these areas. A final examination and the N.Y.S. Regents exam is required.

SUNY-ESF: EFB 120 The Global Environment and Society

3 college credits

Interdisciplinary overview of large-scale environmental issues and their relationship to societal strategies. Focus is on human population patterns, pressures on physical and biotic resources, and sustainable design. Topics include energy-use, causes and socioeconomic implications of climate change, pollution, biodiversity loss, ecological restoration, environmental justice, and biological conservation. A final overarching project will be required.

Social Studies

All students will be required to complete one Social Studies unit of study in 6th, 7th and 8th grades. All students must earn four credits of Social Studies in grades 9-12, excluding social studies electives. Students are required to pass the Global History and Geography Regents exam as well as the United States History exam. Advanced Placement World History and Advanced Placement US History are available in grades 10 and 11 respectively. Students will be recommended/approved for AP classes in the spring of each year. The Social Studies department offers many half credit electives to expand students' learning in the social sciences.

6th Grade Social Studies

Grade 6 Social Studies focuses on the geography and history of the Eastern Hemisphere. Students will learn about the growth of cultures, civilizations, and empires; how societies interacted and how governments and economies changed over time. The course also includes parts of other social sciences. It starts with a look at the modern Eastern Hemisphere using map and geography skills. This helps students connect today's world with the past. The rest of the course is organized into seven main topics, covering history from prehistoric times to the 1300s. Students also learn about belief systems and the early roots of democracy.

7th Grade Social Studies

This is the first year of a two year course in U.S. History. The curriculum is arranged chronologically, beginning with the settlement of North America by Native Americans and ending with the Civil War. This course will integrate skills and content from geography, politics, economy, and culture into the study of history through the use of reading and understanding political cartoons, graphs, maps, and charts. Critical thinking and writing skills will be emphasized so that students may successfully complete an inquiry via the standards provided by Engage NY.

8th Grade Social Studies

This course examines American History from Reconstruction (1865-1877) to the present. A study of New York State History is included. Common Core Standards are also included. Emphasis will include, but is not limited to, reading and understanding graphs, maps and charts. Close reading and writing skills will be emphasized in each unit of study. A chronological approach dominates the instruction of this course. Inquiry based writing will also be incorporated.

Advanced Placement United States History

1 credit, Advanced Placement credit available by examination (fee required with assistance available)

This course is for the college bound and self motivated student. Students are engaged in an in-depth study of United States History from the colonial era to the present day. Emphasis is given to critical analysis of issues from our past and present. The course is reading and writing intensive. Grades are not on a curve, although the course is given extra weight for the purposes of class ranking. The student is required to take the College Board Advanced Placement examination in May. A fee (assistance available) is charged to take the exam. This course satisfies the Regents diploma requirement and students are required to take the United States History Regents exam in June.

Advanced Placement World History

1 credit, Advanced Placement credit available by examination (fee required with assistance available)

This course is for the college bound and self motivated student. Students are engaged in an in-depth study of the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Emphasis is given to analyzing texts, visual sources, and other historical evidence and writing essays expressing historical arguments. The course is reading and writing intensive. Grades are not on a curve, although the course is given extra weight for the purposes of class ranking. The student is required to take the College Board Advanced Placement examination in May. A fee (assistance available) is charged to take the exam. This course satisfies the Regents diploma requirement and students are required to take the Global History & Geography Regents exam in June.

Current Events

Grades 10-12

½ credit

This half year course will introduce students to issues that influence our life in this global, multicultural society. Students will research current economic, political, social, and cultural problems and explore how ongoing conflicts affect groups as well as individuals. Issues at the local, state, national, and international levels will be discussed. These issues will be examined using a variety of media sources. Speaking and listening skills will be reinforced through class discussions and various activities. Writing and discussing weekly international and national news stories of interest are a component and requirement for this course.

Economics

½ credit

This one semester course examines the fundamental principles of Economics and applies them to the student's role in the American economic system and the world community. Topics covered include general economic concepts, supply and demand, the American economic system, financial literacy, and global economic issues. Students will take a local final exam. Successful completion of this course is required for graduation.

Football in American Society

½ credit

How do you spell America? F-O-O-T-B-A-L-L. Not only is it the most popular sport for Americans, football reaches into every aspect of our society: history, politics, economics, religion, race, law, education, health, etc. This course will allow students to study the impact that football has on American society through the lens of several social science disciplines.

Global History and Geography 9

1 credit

Students will study world history from Pre-History to 1700 A.D. Units include early civilizations of Africa, Asia, the Middle East, Latin America, Greece, Rome, the rise of Europe and the Middle Ages, the Byzantine Empire, Russia, the Renaissance and Reformation, the Global Age, the Age of Absolutism, the Scientific Revolution, and the Enlightenment. This is a Regents level course; students take the Regents at the end of tenth grade after taking Global History and Geography 10. Students will produce inquiry based writing assignments and there is a focus on the skills needed to be successful in Global History and Geography 10 - such as an introduction to enduring issues.

Global History and Geography 10

1 credit

Students will study world history from the French Revolution to the 20th century. Units include the Age of Revolutions, the Industrial Revolution, Nationalism, Imperialism, World War I, World War II, the Cold War, and Issues in the World Today. This is a Regents level course; students will take a Regents exam that will cover information from their tenth grade class. Students must pass the class and the Regents to graduate. The new Regents will include 30 stimulus based multiple choice questions and two essay questions. Throughout the year students will work on skills necessary to pass the Regents exam. Students must pass the Regents with a 65% or above to graduate.

Intro to Law

½ credit

Civil law, criminal law, juvenile justice, and the court system will be studied. The NYS Bar Association Mock Trial Program will be used to assist students in understanding the fundamentals of the U.S. legal system and this course will connect to the preparation that occurs on our Mock Trial Team. Supreme Court cases and courtroom procedures will also be studied. Students will improve their writing skills by completing research activities on the various topics of study. This is an introductory course for anyone with a passion for criminal justice.

Participation in Government

½ credit

The goal of Participation in Government is to educate students on the rights and responsibilities of a competent citizen so that they may fulfill their role as a citizen in our society. Participation in Government also provides opportunities for students to acquire knowledge and to work cooperatively to analyze public policy decisions, and to make informed decisions on public policy issues. Students learn how to locate information, process this information, and make decisions. This course provides an opportunity for students to understand their role as a citizen and to learn how they may directly or indirectly participate in the political process. This is a one-semester course that is required for graduation. Students will have a local final assessment.

Psychology

Grades 11-12

½ credit

This course introduces students to the fundamentals of psychology. Students will develop their skills in the methods, approaches, and history of psychology. The course is designed for students to enter Psychology 101 on the college level and to be familiar with the material taught at that level. Topics covered include: theories of personality, physiology including sensation and the brain, intelligence and testing, abnormal psychology and therapies, and child/adolescent psychology.

Sociology

Grades 11-12

½ credit

This course focuses on the study of society and how people react in collective situations. It covers various topics including: socialization, groups and organizations, culture, methods of sociological research, education, mass movements, deviance, family, and social interaction.

The 1960s and the United States

Grades 10-12

½ credit

The sixties were the age of youth as the children from the post-war baby boom became teenagers and young adults in great numbers. The movement from the conservative fifties altered the cultural fabric of American life at this time. Content will include a survey of the political, cultural, and social trends in the United States during the 1960s. The course is structured chronologically, but there will be some discontinuities in the timeline for exploration of particular themes – such as poverty, race, and popular culture. A selection of readings throughout the course will come from various ideological and political perspectives. A goal of the course is for all students to be able to write in an organized format, present information to others, and analyze the impact of the decade on today's society– skills that will serve students well in the academic worlds beyond this course.

The 1980s and the United States

½ credit

This course explores the dynamic world of the 1980s—a decade defined by change, creativity, and cultural influence. Students will begin with a brief look at the political backdrop of the era, including the final years of the Cold War and the leadership that shaped both American and global events. From there, they will dive into the heart of the decade: its music, television, film, and pop culture. They'll discover how new wave, pop, metal, hip-hop, and grunge transformed the sound of a generation, and how television and movies reflected and reshaped society. Finally, they'll examine the broader culture of the 80s—from consumer trends and fashion to sports and protest movements—that continues to shape our world today.

United States History and Government

1 credit

Students will study United States History from its colonial origins to the present day. The first semester focuses on major pre -20th century themes: colonization, revolution, creation of and debates over the Constitution, the growth of the nation, slavery, Civil War, and Reconstruction. First semester work also includes the required study of the Constitution and the workings of our system of government. The second semester features themes central to the 20th century: America on the world stage, expanding immigration and urbanization, political and social reform, depression, world wars, cold war, and our nation's role in the world today. Current events are also discussed throughout the year. The year culminates with a New York State Regents exam. The exam consists of stimulus-based multiple choice questions, two short essay questions, and a civic-literacy based DBQ.

Women in History

Grades 10-12

½ credit

Women gave birth to history. Since the beginning of time, women have played a significant role in the development of various political, economic, and social changes. This course will examine women in American history, from colonial times to present day as well as momentous events that changed women and society. Students will use a variety of media and sources to research and explore the curriculum in depth. Technology related research will also be incorporated. Speaking and listening skills will be reinforced through class discussions. Students will also make connections to historical and present day events. This is the ideal course for anyone interested in learning more about the women who made history.

World Languages

All students are required to complete two units of study in a single World Language by the end of 9th grade. Students may earn one credit at the end of this two year course, Spanish A and Spanish 1. To meet NYS graduation requirements, students must earn one credit of a World Language. To meet Regents Diploma with Advanced Designation requirements, students will need to complete 3 credits in a single language and pass the locally developed Checkpoint Exam. Students continuing with language in Level 4 & 5 may earn college credits through Onondaga Community College.

6th Introductory Spanish

All students in 6th grade will participate in a 20 week introductory course. Students will begin developing their proficiency in Spanish through reading, writing, listening, and speaking within the Novice Low to Novice Mid range. They will begin to explore cultural products, practices, and perspectives.

OCC SPA-201 Intermediate Spanish

Prerequisite: Spanish 3

1 credit, with the opportunity to earn up to 3 college credits

This course draws on previously acquired knowledge while introducing students to more complex grammar and vocabulary. Students will continue to develop their proficiency in Spanish through reading, writing, listening, and speaking within the Intermediate Mid to Intermediate High range. This course can also prepare students wanting to attempt the New York State Seal of Biliteracy. Students will have the opportunity to earn college credit upon successful completion of this course.

OCC SPA 202 Intermediate Spanish

Prerequisite: OCC SPA 201

1 credit, with the opportunity to earn up to 3 college credits

This course draws on previously acquired knowledge while continuing to explore more complex grammar and vocabulary. Students will continue to develop their proficiency in Spanish through reading, writing, listening, and speaking within the Intermediate High to emerging Advanced Low range.

Spanish A

All students in 7th grade will participate in this full year course which is the first half of their required high school credit. Students will continue to develop their proficiency in Spanish through reading, writing, listening, and speaking within the ranges of Novice Mid to Novice High. Students will interact with authentic resources and real world contexts while exploring cultural products, practices, and perspectives. Students will culminate the course with an AATT (Authentic Assessment Transfer Task).

Spanish 1

Prerequisite: Spanish A

1 credit

All students in 8th grade will participate in this full year course. Successful completion of this course and the locally developed AATT (Authentic Assessment Transfer Task) Checkpoint A Exam, will grant students their required high school credit. Students will continue to develop their proficiency in Spanish through reading, writing, listening, and speaking within the ranges of Novice Mid to Novice High. Students will interact with authentic resources and real world contexts while exploring cultural products, practices, and perspectives.

Spanish 2

Prerequisite: Spanish A & 1

1 credit

Students continue their studies in the Spanish language by participating in this full year course. Students will continue to develop their proficiency in Spanish through reading, writing, listening, and speaking within the Novice High to Intermediate Low range. Students will interact with authentic resources and real world contexts while exploring cultural products, practices, and perspectives. Students will culminate the course with an AATT (Authentic Assessment Transfer Task).

Spanish 3

Prerequisite: Spanish 2

1 credit

Students choosing to continue their studies in the Spanish language will participate in this full year course. Students will continue to develop their proficiency in Spanish through reading, writing, listening, and speaking within the Intermediate Low to Intermediate Mid range. Students will interact with authentic resources and real world contexts while exploring cultural products, practices, and perspectives. Successful completion of this course and passing the locally developed, AATT (Authentic Assessment Transfer Task) Checkpoint B Exam, will provide credit towards high school graduation with Advanced Designation.

Spanish Elective "España en Vivo: History, Culture, and Language Immersion"

Prerequisites: Completion of Spanish 2 or higher

½ Year Course offered every other year

"España en Vivo: History, Culture, and Language Immersion" is a half-year Spanish elective course, designed for students who have successfully completed Spanish 2, with a proficiency range of Intermediate Low to Intermediate Mid. This course will immerse students in the rich history, culture, and language of Spain. Through a combination of lectures, multimedia, readings, discussions, and explorations, students will gain an in-depth understanding of Spain's diverse historical periods, cultural landmarks, art, and traditions, and how these elements continue to shape contemporary Spanish society. The course will culminate in an AATT (Authentic Assessment Transfer Task), which will allow students to demonstrate their proficiency and preparedness for a cultural and linguistic experience they may encounter in Spain.

Spanish Elective: "Voces y Ritmos: Activismo y Cultura por la Música"

Prerequisites: Completion of Spanish 3 or higher

½ Year Course offered every other year

"Voces y Ritmos: Activismo y Cultura por la Música" is an exciting half-year Spanish elective that explores the intersection of music, activism, and cultural expression in the Latin American context. Students will engage with contemporary Latin American music that addresses significant social issues such as social justice, environmental

activism, and human rights. Through the study of selected songs and their artists, students will critically analyze the role of music as a tool for social change and activism. This course is designed for students who have successfully completed Spanish 3, with a proficiency range of Intermediate Low to Intermediate Mid.

Workforce Preparation Program BOCES McEvoy Center

Auto Collision Technology 3 credits per year

OCM BOCES McEvoy Center

Automotive Collision Technology is a two-year program in which students learn the essential skills needed to begin a career in the auto body and collision industry. As specialists in the automotive industry, Automotive Collision Tech students gain real-world and hands-on experience working in an industry-standard collision lab setting. Students will learn the fundamentals of vehicle refinishing, metal work, unitized body and frame alignment, painting and finishing, welding, plastics repair, body repair/replacement, cost estimation and customer service skills. Students are provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry standard technical assessment.

Auto Technology- NATEF 3 credits per year

OCM BOCES McEvoy Center

Automotive Technology is a two-year program designed to provide students with basic mechanical knowledge and skills. As an Automotive Service Excellence (ASE) program certified by the National Automotive Technicians Education Foundation (NATEF), students gain knowledge and skills through a combination of theoretical study and hands-on lab work, including the repair of customer vehicles in brake systems, engine performance diagnosis, suspension and steering, electronic control systems, and on-board computerized engine control systems diagnosis on automobiles and light trucks. This program, which is state and nationally certified, is the first step in preparing an individual for a career in the technical repair field. Over the course of the program, students are provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing the industry-standard ASE NATEF technical assessment.

Computer Technology 3 credits per year

OCM BOCES McEvoy Center

The Computer Technology program is designed to prepare students for the ever-changing world of computer and information technology. Through a combination of theory and hands-on lab work, this two-year, Cisco-certified program provides students with the essentials of computer repair and support in the first year, before transitioning to the fundamentals of networking in year two. As the first step in the computer technology career path, students are afforded the opportunity to earn the industry recognized Cisco Career Certification, which also serves as a gateway to the industry-recognized CCNA Certification. Moreover, the CompTIA A+ Certification is yet another key offering that helps fulfill a comprehensive program for students who are preparing for entry level work or have post-secondary aspirations. Prior to completion, students are also provided with internship experiences and the

opportunity to earn a Career and Technical Endorsement on their diploma, which they can achieve by successfully passing the industry standard technical assessments.

Construction Technology
3 credits per year

OCM BOCES McEvoy Center

The two-year Construction Technology program teaches students the essential skills needed to begin a career in the building and construction trades. Through the construction of a new house, students will gain real-world knowledge and hands-on experience in the fundamental components of carpentry, drywall, painting, framing, roofing, floor installation, door and window installation, blueprint reading, siding, electrical wiring, plumbing, proper tool use, and OSHA safety training. Students will develop and demonstrate integrated academics and employability skills through class activities, projects, live clinic, community service and professional development. Students are also provided with the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

Cosmetology
3 credits per year

OCM BOCES McEvoy Center

Cosmetology is a two-year program that instructs students in the theory and practical skills necessary to prepare them for a career in the cosmetology field and/or post-secondary education. Students are provided with hands-on training and experience to pursue employment opportunities in such roles as cosmetologists, nail technicians, estheticians, hair stylists, salon managers and small business owners. As part of the required 1,000 hours of instruction over a two-year period, students are provided with clinical experiences in addition to the opportunity to apply for their New York State Cosmetology License and earn a Career and Technical Endorsement on their diploma by successfully passing a technical assessment.

Culinary & Pastry Arts
3 credits per year

OCM BOCES McEvoy Center

Culinary and Pastry Arts is a hands-on food preparation program that provides students with broad exposure to the science of cooking and the art of pastry design. Through an academic partnership with the National Restaurant Association, students will develop their culinary and pastry skills learning the ProStart curriculum in food production, dining etiquette, customer service, food safety and sanitation. As part of the required 1,000 hours of instruction over a two-year period, students are provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing the industry-standard ProStart exams and NOCTI performance assessment.

Early Childhood Education
3 credits per year, TC3 college credit available

OCM BOCES McEvoy Center

The Early Childhood Education program is offered to students who want to pursue a career working with young children. Students learn about the characteristics, needs and behaviors of three- and four year olds and study best practices on how to guide and teach them in a nursery school setting. Each high school student in the program is provided the opportunity to participate in all phases of operating the preschool. Students are responsible for the planning, preparation and presentation of activities for young children functioning as student teachers under the supervision of a certified teacher. Students are provided with embedded internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

Engineering Technologies Professions
3 credits per year, TC3 college credit available

OCM BOCES McEvoy Center

Explore an exciting future in engineering, including micro-nano technology and other cutting-edge fields, in this two-year Engineering Technology Professions program at OCM BOCES. Through a collaborative partnership with Tompkins Cortland Community College (TC3), Cornell University's NanoScale Science & Technology Facility and area industries, students will gain the knowledge and skills they need to pursue a variety of fast-growing careers in science, technology, engineering, and mathematics.

Firefighting and Emergency Medical Technician
3 credits per year

OCM BOCES Thompson Rd.

High school students who would like to serve their communities through the fast-growing field of emergency services will benefit greatly from the two-year OCM BOCES Firefighting and Emergency Medical Technician program at the Madison County Emergency Management Training Center. This Career & Technical Education program, approved by the New York State Office of Fire Prevention and Control, allows students to work under the guidance of NYS fire instructors and prepare to earn certifications in Basic Exterior Firefighting Operations (BEFO) and Emergency Medical Technical (EMT)-Basic. The half-day program combines an on-site classroom with access to facilities, equipment, and trained personnel in the firefighting and emergency medical fields. Students will have the opportunity to earn high school and college credits and may be eligible for a CTE endorsement on their high school diploma, which signifies they have met a rigorous industry standard after successfully passing a technical assessment.

Graphic Communications
3 credits per year

OCM BOCES McEvoy Center

Graphic Communications is a two-year, project-based program for students who want to develop 21st century career and communication skills in graphic design and artistry. Macintosh computers and Adobe software are featured, as are projects in the form of multimedia advertisements, logo design, business cards, computer illustrations, digital imaging, multimedia and web design. Field visitations to advertising agencies, printing companies and colleges are embedded into the program. Dual credit courses are an integral component of the program and are offered through Tompkins Cortland Community College, where students may earn up to six college credits in Art and Communications. Prior to completion, students are also provided with internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

Health Occupations Technology
3 credits per year, TC3 college credit available

OCM BOCES McEvoy Center

Health Occupations is a two-year program offering theory and practical experience for students interested in the medical and health care professions. Students are introduced to multiple facets of long-term care, basic nursing procedures, patient rights, ethical practices, medical terminology, and body systems. Students will have the opportunity to earn a NYS license as a Certified Nursing Assistant and CPR & First Aid certification. This training includes a minimum of 108 hours in a long-term care clinical setting. Students are provided with embedded internship experiences and the opportunity to earn a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

Heavy Equipment Repair, Operations & Diesel Technology
3 credits per year

OCM BOCES McEvoy Center

Located at All-County Collision & Repair in Homer, the two-year Heavy Equipment Repair, Operations and Diesel Technology program is designed to offer high school students essential skills in the operation and repair of heavy equipment and heavy-duty diesel trucks using the latest techniques and diagnostic equipment. Students will gain daily practical experience working with a variety of engines and equipment that will prepare them for employment opportunities or furthering their education at college and technical schools. Students may be eligible to earn industry certifications in safety training and equipment operation.

Media Marketing Communications
3 credits per year, TC3 college credit available

OCM BOCES- WCNY

The two-year Media Marketing Communications program offers a rigorous high school and college level of study that pairs hands-on learning in a real-world business setting at WCNY, Central New York's public media organization. WCNY's Broadcast and Education Center serves as a 21st century classroom for high school students under the instructional guidance of OCM BOCES, Onondaga Community College, and WCNY professionals. In this course, students work alongside WCNY staff on projects across TV, radio, social media, web, and print platforms, learning firsthand the fundamentals of the world of broadcast media, marketing, and communications.

New Vision Criminal Justice
5 credits, OCC college credit available

Onondaga County Sheriff's Department

New Vision Criminal Justice is a one-year program offered to high school seniors. Located at the Onondaga County Sheriff's Department, students study the components of law enforcement, the judiciary and correction systems, causes and prevention of crime and current topics of interest including community relations, gun control, drug enforcement, cybercrime and capital punishment. Class visitations by community and career professionals will occur in addition to internship and job shadowing opportunities. Community service projects and real-world exposure to the criminal justice system is an integral component of this career building program. Students will also fulfill their English 12, participation in government, and economics requirements toward graduation. An annual Washington, D.C., trip includes visits to the Police Memorial, the Smithsonian Institute, Congress and Capitol Hill, and the Bureau of Engraving & Printing. Eligibility requirements: Interested students must be in their senior year of high school, in good academic standing and on target with all graduation requirements. Eligible candidates should exhibit self motivation, enthusiasm and maturity, and must be willing to work both independently and as a team member in diverse settings.

New Vision Environmental Careers
5 credits, TC3 college credit available

Lime Hollow Nature Center

New Vision Environmental Science is a one-year program offered to highly motivated high school seniors. Located at Lime Hollow Nature Center, students will explore environmental issues in a real-world setting on nearly 430 acres consisting of forests, fields, streams, bogs, ponds, flora and fauna with access to numerous trails. As the classroom moves from outdoors to inside, students will learn in a state-of-the-art environmental education center as they conduct research and study environmental topics in depth. Topics include forestry, fish, wildlife, maple production, environmental issues, soil, water, land use and outdoor recreation. Students interact with professionals in the field and use time in the classroom to analyze current trends in careers. Class visitations by professionals in the field, community service projects and field trips are integral components of the program. Students will also fulfill their English 12, Participation in Government, and Economics requirements toward graduation.

New Visions Medical Professions
4 credits, TC3 college credit available

**OCM BOCES Cortland
Regional Medical Center**

New Vision Medical Professions is a one-year program offered to highly motivated high school seniors. As a healthcare field immersion program, students will explore related career pathways as they participate in scheduled rotations at Cortland Regional Medical Center. Students will experience firsthand the medical profession working with physicians, nurses and other health professionals. Through a combination of research and hands-on projects, students will learn about medical ethics, patient rights, human anatomy and physiology, governmental regulations, and health careers. Another integral component of the program is the dual credit course in English 101 through Tompkins Cortland Community College, in addition to CPR certification. Students will also fulfill their English 12, Participation in Government, and Economics requirements toward graduation. Eligibility requirements: Interested students must be in their senior year of high school, in good academic standing and on target with all graduation requirements. Eligible candidates should exhibit self motivation, enthusiasm and maturity, and must be willing to work both independently and as a team member in diverse settings.

New Vision Engineering
4 credits, OCC college credit available

Lockheed Martin

New Vision Engineering Professions is a one-year, exciting and rigorous experiential college preparatory program designed for highly motivated high school seniors who want to explore a future in engineering. The program's holistic approach to education integrates Engineering, English, Participation in Government, and Economics high school credits into one active learning participatory experience. The program also includes six possible English college credits from Onondaga Community College. All classes are held in a New Visions Engineering classroom located at Lockheed Martin in Syracuse. As part of the program, students work with engineers at Lockheed Martin in several engineering discipline rotations, including mechanical, electrical, systems, and software. Students extend their classroom learning as they engage in real-world learning in an industry setting and study the fundamentals of engineering as they work side-by-side with engineers on projects in advanced technologies.

Physical Therapy Professions
3 credits per year, TC3 college credit available

OCM BOCES McEvoy Center

Physical Therapy Professions is a two-year program designed for highly motivated high school students who are interested in gaining a post-secondary edge in pursuing a career in a rehabilitative field. Located at Guthrie Cortland Regional Medical Center, students will study the fundamentals of therapy, including the elements of movement and anatomy and physiology.

Veterinary Science
3 credits per year

Veterinary Medical Center of CNY

This program will explore animal health, well-being, and medical care, with an emphasis on careers in the veterinary field. Coursework includes animal biology nutrition, anatomy and physiology, along with practical skills such as handling, first aid and basic grooming. Students will gain real-world experience through job shadowing and internships. Also, the program will partner with post-secondary institutions to provide opportunities for earning college credit.

Skilled welding technicians have multiple employment options and are a vital link in the manufacturing, construction and facilities maintenance industry. As a two-year program, Welding Technology provides students the skills of arc welding, resistance welding, brazing and soldering, as well as cutting, heat-treating and metallurgy. Students gain knowledge of electrical systems, power sources and different welding technologies, welding systems, print interpretation and measurement, as well as the use and interpretation of visual symbols related to welding. This course will give the student knowledge and technical skills that will prepare them for positions as an entry-level welder or advanced placement in post-secondary education. Work-based learning sites are developed in the second year to allow the opportunity to intern at many local businesses. Students are provided with internship experiences, the opportunity to earn industry-recognized AWS certifications and a Career and Technical Endorsement on their diploma by successfully passing an industry-standard technical assessment.

Tully also offers alternative education opportunities. Please see the school counselor if you are interested.

Alternative Programs - Alternative School, Early OCC, Seven Valleys, STEAM High School, etc.

Tully JSHS Clubs and Organizations

Students may join clubs at the beginning of each school year. Some clubs are offered to only JH or SH students and are designated below. Many clubs meet during the Activity Period at the end of the day. Others meet outside of school hours. If you are interested in a certain club, please seek out the advisor for information.

Art Club (JH/SH) - If you like creating art, you will enjoy being in art club. Enjoy making crafts and projects to take home!

Buddy Program (SH) - Do you want to be a role model for your younger peers? Do you want to work with the elementary students? If so, the Buddy Program may be for you!

Chamber Singers (SH) - Do you love to sing? Pair that with challenging music and amp up your singing skill!

Chess Club (JH/SH) - If you want to learn how to play chess or just refine your skills, you can join Chess Club and challenge others!

Community Wide Dialogue Exchange (SH) - If learning about the differences in local demographics interests you, join CWD! Interact with other school districts to learn about how diverse our area is and put yourself in others' shoes. Join the discussion!

Daneli Leadership (SH) - Do you want to be a leader among your peers? Do you want to learn to tap into your skills and use them for the betterment of your school community? Start training with Daneli!

Digital Media (JH/SH) - Want to help with announcements? Ever wonder what it is like to be a news anchor or how it is to film the news? Join Digital Media to see yourself in the spotlight or behind the camera!

Drama/Musical (JH/SH) - Do you have a knack for acting or singing? Join the drama/musical of the year and shine on the stage!

Drama/Musical Crew (JH/SH) - Not interested in being in the limelight but like to organize and build? Being part of the crew lets you build, create, and work on the technical side of plays and musicals!

Environmental Club (JH/SH) - Are you interested in learning about or helping the environment? Join Environmental Club to give Mother Nature a hand!

FFA (JH/SH) - Interested in farming, animals, planting, leadership, and helping out your community? FFA combines a multitude of activities for our students to participate in. You may even find yourself traveling to compete, going to summer camp, and finding a group of like-minded friends. FFA isn't just a club, it's a lifestyle.

Genders and Sexualities Alliances (JH/SH) - Are you open-minded? Do you want equality for all? Join the GSA to bring awareness to our school community and beyond!

International Club (JH/SH) - Have you ever wondered what it's like outside of the US? Are you interested in learning about other countries? Join International Club to broaden your horizons!

Intramurals (6th Grade) - Do you have a lot of energy or like to play all sorts of sports? If so, you will like intramurals where you play gym games like flag football, extreme frisbee, and floor hockey.

Jazz Band (JH/SH) - Do you like jazz, blues, or rock music? Do you play an instrument? If so, you may find yourself enjoying the tunes Jazz Band has to offer!

Math League (JH) - Are numbers your thing? Do you like racing against the clock? Join Math League to compete against other schools and see how far the numbers can take you!

Mock Trial (SH) - Are you a detailed-oriented person and interested in a court of law? Maybe CSI or SVU is your jam. Join Mock Trial to be part of a prosecutorial/defendant team and test your ability in the courtroom. Work with a guest lawyer to build your case!

Model UN (SH) - Interested in debate? How about real-life issues or current events? Join a group of like-minded others to battle it out as a delegate of a specified country. Can you get everyone on board?

National Junior Honor Society/National Honor Society (JH/SH) - Do you align with the five pillars of the honor societies? If you excel in character, citizenship, leadership, scholarship, and service, you are invited to apply for our chapter!

Prom Committee (SH) - Are you a junior? Do you want to help make your prom a night to remember? Join the Prom Committee to help manage the big and small details of prom!

Shakespeare Recitation (SH) - Where art thou Shakespeare lovers? Intrigued by monologuing or maybe the Montague's? Try your hand at reciting the works of Shakespeare with flair!

Spanish National Honor Society (SH) - Have you continued on in your Spanish language acquisition journey throughout your high school career and are enrolled in OCC Spanish? Do you excel in Spanish class? If so, you are invited to apply for our chapter!

Student Cabinet (JH/SH) - Do you want your voice to be heard to better your school community? Work with the superintendent to implement changes that benefit all students!

Student Council (JH/SH) - Do you have school spirit? Are you interested in student government or want to make a change? If so, run for a student-elected position for your grade level!

Technology Club (JH/SH) - Do you like woodworking? Join Technology Club to work in the shop to create handmade projects!

Teen Institute (SH) - Do you like to help your younger peers? Are you a good role model? If so, you may be invited to join Teen Institute to become a student leader on campus!

Tri-M Music Honor Society (SH) - Do you excel in your music class? Are you interested in devoting your time to service through music? If so, you are invited to apply for our chapter!

Yearbook (SH) - Are you a scrap-booker at heart? Do you like to capture memories? Join the Yearbook staff to help create a book that holds memories for years to come!

*Please note that Tully students may participate in **Interact**, **Robotics**, and **Ski Club** as well, but they are not run by Tully CSD. These clubs are considered "outside" clubs even though they may use our facilities or are advised by some of our teachers. For information regarding the outside clubs, please contact the person that advises them. The Main Office can help you with the contact information for these advisors.

Interact (JH/SH) - Do you like helping others? Want to work closely with your community? If so, Interact is for you. Join a community of peers to make a difference in your community!

Robotics (JH/SH) - Are you interested in programming? Do you like robots? If so, try your hand at creating a robot to complete certain tasks and go up against other robots. Which robot will come out on top?

Ski Club (JH/SH) - Want to hit the ski slopes as much as possible? Join the Ski Club to enjoy all the mountain has to offer during the winter months!